DOCUMENT RESUME

ED 338 174 HE 025 016

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TITLE Role Perception of Minority Admission Professionals: History of Minority Admission Administrators on Predominantly White Campuses.
PUB DATE 91
NOTE 33p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Administrator Attitudes; Administrator Selection; Admissions Counseling; *Admissions Officers; Affirmative Action; Blacks; Decision Making; Higher Education; *Minority Groups; *Racial Bias

ABSTRACT

In order to evaluate the role of race in the experience of African-American and other non-white admissions professionals at institutions of higher education, a survey was conducted. The study subjects were 130 minority admissions professionals who participated in a staff development program for non-white admissions professionals. The study sought to explore the following broad questions: (1) how do minority admissions workers view their role and status; (2) what are the advantages and disadvantages of being a black admissions professional on a predominantly white campus; (3) what role does affirmative action play in hiring of admissions professionals; (4) how do these admissions workers view their role as mentors for minority students; (5) and what is the minority admissions worker's role in institutional decision making. Results suggest that minority admissions professionals want to participate more actively and significantly in the policy-decision making of admissions offices and that these admissions workers are satisfied working with minority students and do not feel their employment is tokenism. However, they do perceive a different set of criteria used to hire minority admissions counselors than that used to hire white ones. In addition, most feel that their programs are not sufficiently funded. The report includes 12 references and a copy of the survey instrument. (JB)

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Role Perception Of Minority Admission Professionals

History of Minority Admission Administrators on Predominantly White Campuses

Rudolph Jones and Sherwood Thompson

The turbulent 60s marked the beginning of a concerted effort on the part of predominantly white colleges and universities to address the question of access for African-Americans and other non-white students on their campuses. As these institutions increased their enrollment of African-American students, they needed concurrently to hire professionals from different ethnic groups.

The effort to increase the enrollment of non-white students and simultaneously hire professional staff was not strictly a benevolent gesture on the part of these institutions. Invariably it was the result of court-mandated laws which instructed these institutions to desegregate and open their doors to African-American and other non-white students. It took ten years after the famous Brown vs. Board of Education decision, which ended *de jure* segregation, for African-American students and administrators to appear in significant numbers on traditionally white colleges and universities.

To stimulate diversification on these campuses, foundations such as Rockefeller and Ford, awarded large sums of money to a variety of public and private institutions. Among the private institutions receiving funds were Reed, Grinnell, Swarthmore, and Oberlin; public institutions included the University of Massachusetts at Amherst and the New York City College System.

To accomplish the task of diversification, these institutions took two basic approaches. The public institutions established programs that coupled recruitment, enrollment, financial aid and the provision of academic support services as relatively autonomous units within the institutions, while the private institutions established programs to provide academic and cultural support, but conducted the

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admission, enrollment and financial aid functions within the established structures of their respective institutions.

Both approaches required that African-American and other non-white professionals be hired to facilitate the recruitment effort. Thus, concurrent with the hiring of African-American retention administrators was the hiring of African-American admission counselors, or recruiters.

Some observers have argued that white campuses hired African-American administrators because they were unprepared and, in many cases, unwilling to serve the needs and interests of the new arrival of minority students. Dr. Samuel D. Proctor (1981),[1] suggests that such hiring was the "most immediate, the most pragmatic, the most urgent and necessary thing that these schools could do."

The urgent demand to fill minority-focused jobs on white campuses produced an army of very new and unfamiliar faces to higher education. W.J. Kimmons (1977),[2] argued that many white colleges did not accept minority administrators as equals. White administrators contributed to the stereotypes by placing minority administrators in positions that were 'no-win' situations, thus creating uncertainties which caused white supervisors to regard the minority person as less competent than his or her white counterpart.

S. Proctor (1982),[3] believes that African-American and minority administrators have three main functions at white colleges. First, they act as an advocate for African-American and minority students. Second, they serve as an advocate for African-American and minority faculty and staff. Third, they become role models for African-American and minority students. On the other hand, James A. Scruggs (1979),[4] in his study of 153 minority administrators, suggests that minority staff at white colleges in the '70's may have functioned as part of the quota system instead of part of the leadership role of college administration/management.

Many minority college administrators share the perception that their employment is a direct result of the institution's sole intent to reach and maintain target Affirmative Action levels.

An examination today reveals a situation similar to that of the early 60s and 70s. The majority of African-American and other non-white administrators working at predominantly white institutions are primarily assigned to admission and retention program positions. The minority-focused administrator serves as an advocate for minority concerns, with additional responsibilities for providing

multifunctional, cultural-enhancement programs for the benefit of the entire campus.

A common perception of minority college administrators at predominantly white institutions is that they are happy and doing well in their respective institutions. This might be the case in many situations. However, the fact is that higher education has been disappointing to the minority administrator. Frank Hale (1984)[5] indicates that there are a host of "barriers that are particularly difficult for African-American administrators to surmount." This perspective is shared by others; that is, the power and influence that comes with the position of a university administrator does not extend itself to the minority administrator. Scruggs (1979)[6] found that African-Americans as college administrators have less influence in budget making decisions than white administrators.

According to Hale (1984),[7] "the minority administrator must be an innovator, an advocate, an implementor, a politician, a fighter, an enforcer, a professional, a diplomat, a mediator--in summary, a dynamite leader."

Racism is another factor that plagues the landscape of predominantly white colleges and universities, and presents difficulties for the African-American and other non-white administrator. Higher education isn't particularly fertile ground for nuturing a non-white administrator's advancement.

The manifestations of racism, according to many researchers, can be attitudinal or behavioral, covert or overt. The important point to keep in mind is that racism has influenced the role perceptions and functionary patterns of African-American and other non-white administrators.

Questionnaire Assesses Role Perception

To test or validate some of the aforementioned assumptions, the authors, Dr. Rudolph Jones and Dr. Sherwood Thompson, conducted a current study of African-American and other non-white admission professionals, to access their perceptions of their role and status in predominantly white universities and colleges, and to identify important personal and professional characteristics contributing to their performance. The subjects of this study were the 130 Minority admission professionals that participated in the 1990 "Hampton Experience."

The "Hampton Experience" is a staff development program facilitated by the National Association of College Admission Counselors (NACAC) for African-American and other non-white admission professionals. The program has been held on the campus of Hampton University each summer for the past 15 years. The non-white admission professionals surveyed represent a cross-section of public and private institutions throughout the country.

The instrument used for this study is a modification of a mail survey instrument used by Dr. Sherwood Thompson in his 1990 study of African-American administrators at selected New England state universities.

In addition to testing and validating some of the assumptions in the introduction, this study also attempts to address five broad questions:

1. How do African-American and other non-white admission professionals' perceptions of their responsibility to students, faculty, other administrators and the community, impact their role and status?

2. What are some, if any, advantages and disadvantages of being an African-American admission professional on a predominantly white campus?

3. What role do minority admission professionals perceive the affirmative action system playing in his/her employment? Is there any possibility of growth and advancement in the organization?

4. How do African-American and other non-white admission professionals perceive their role as mentors for non-white students?

5. To what extent do African-American and other non-white admission professionals perceive his/her involvement in institutional decision-making? Is the involvement restricted to minority-specific areas?

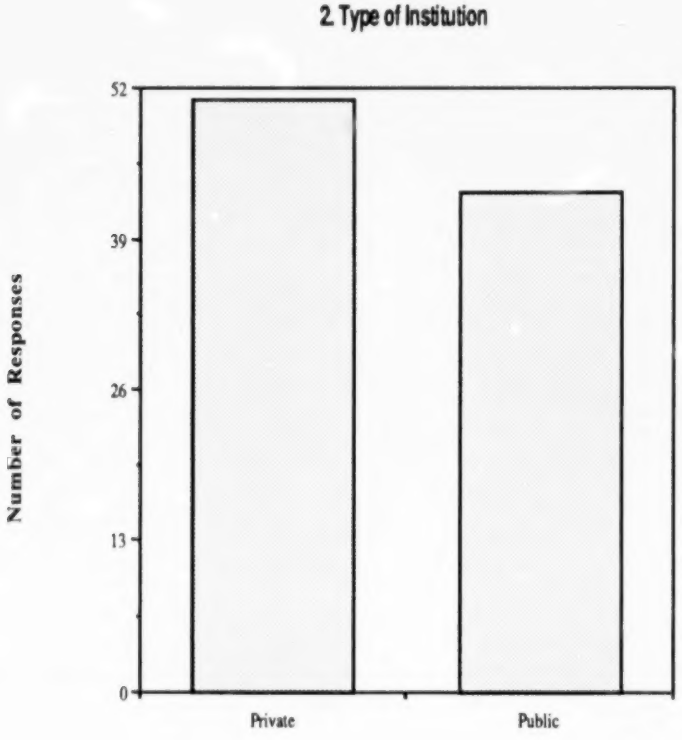
The questionnaire was divided into three sections to facilitate and attain a certain degree of validity. Section One requested biographic and demographic data, such as educational background, position held, and institutional data. Section Two addressed the professional characteristics of the admission professionals, while Section Three examined the role perceptions and performance of the minority admission professional. On a five-point Likert scale (strongly agree,

agree, undecided, disagree, and strongly disagree) the respondents were asked their opinions on their role perception and performance and also on additional questions and statements.

Results of Questionnaire

One hundred and thirty surveys were sent out, with ninety-eight administrators responding. Forty-seven were females, 35 males; genders of the remainder were not known.

Fifty-one of the respondents were from private institutions, 47 from public.



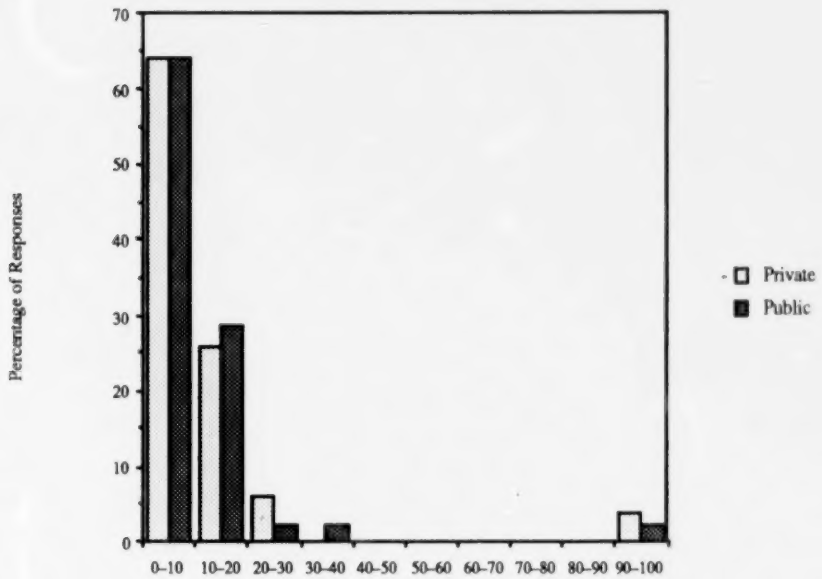
Fifty-five percent of the male respondents are employed by public institutions while 33 percent worked in private institutions. Forty-two percent of the female respondents worked in the public sector, while 65 percent were employed in private institutions.

Four percent of the respondents were from institutions with enrollments of less than 1,000; 45 percent had enrollments of 1,000

to 4,000; 17 percent had 4,000 to 8,000; 15 percent had 8,000 to 15,000; the remainder had enrollments of over 15,000 students.

The majority of the institutions' minority enrollments average around ten percent.

4. Percentage of minority students in institution

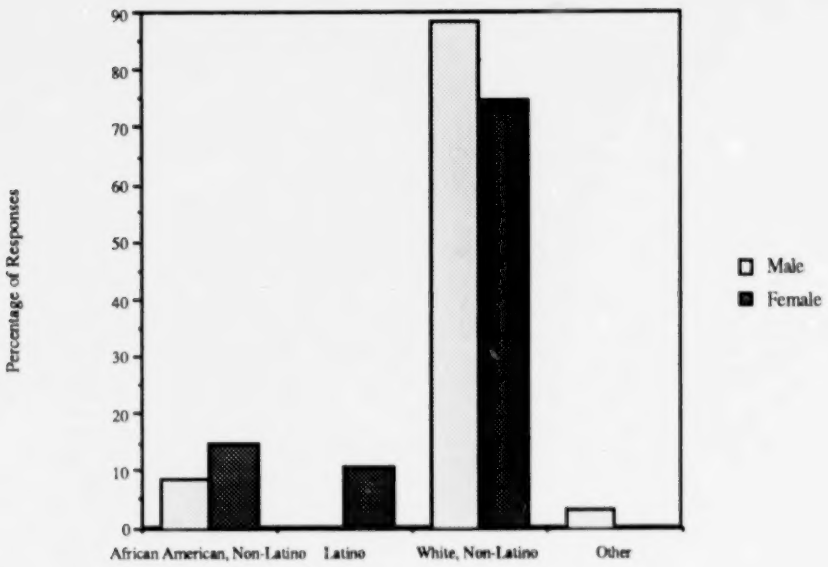


This was the same for both private and public institutions. An interesting observation from the survey was the discovery that female minority admission professionals worked at institutions with larger minority student enrollment. Correspondingly, the majority of the respondents, 63 percent of males and 60 percent of females, reported that their institutions' minority employees were below ten percent.

When asked to indicate the number of administrative or professional staff that they supervise, 50 percent of the male and 38 percent of the female had none. The ones that did had one to eight staff members they supervise. Most of the minority admission professionals seem to have student workers reporting to them.

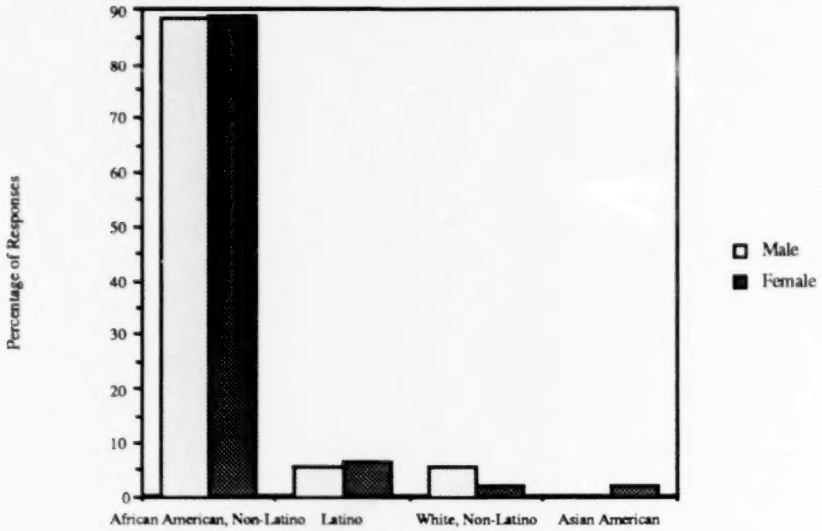
Eighty-seven percent of the male and 75 percent of the female respondents indicated that they reported to a supervisor who was white. Only nine percent of the male and 15 percent of the female respondents reported to a supervisor who was African-American.

10. Your immediate supervisor is a member of what ethnic group?



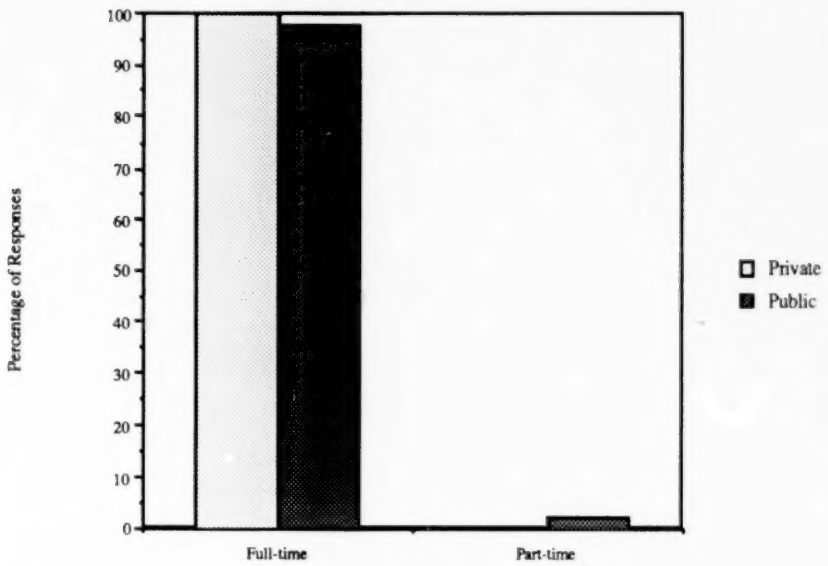
With respect to the ethnic background of the respondents, 88 percent were African-American, eight percent were Latino and the remainder were Asian-American.

11. Your race/ethnic background



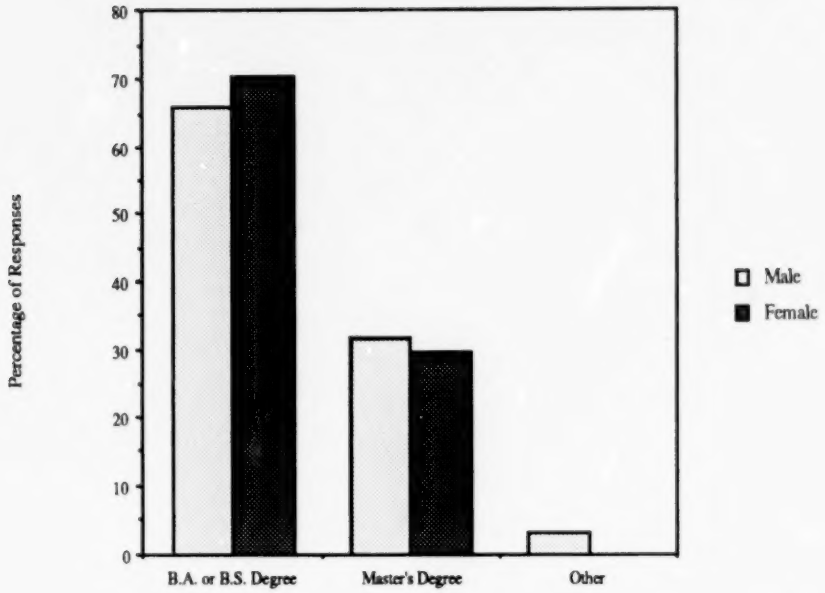
The overwhelming majority of the respondents were full-time employees of their respective institutions.

13. What is the nature of your position?



Seventy percent held B.A. or B.S. degrees, while 30 percent held master's degrees.

12. Indicate your highest scholastic degree



To address the five broad assumptions of the study, we assigned certain variables in the survey that seem to have specific relevancy to the questions:

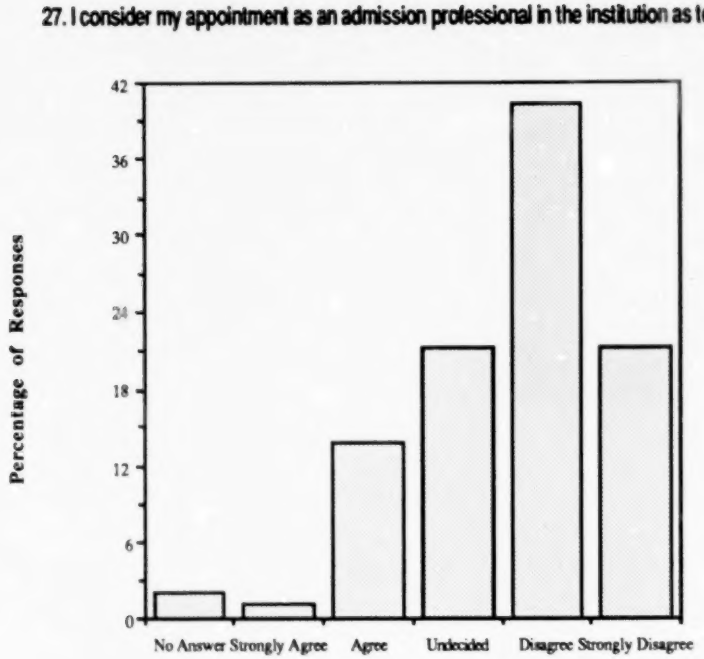
1. How do minority admission professionals' perception of their responsibility to students, faculty, other administrators and community impact their role and status?

Question 15 of the survey attempted to quantify amount of time spent on five specific areas. The majority of the respondents indicated that they spent 40 percent of their time recruiting minority students, 30 percent recruiting majority students, 20 percent on administration; the remainder on other activities.

Question 25 asked if they were professionally satisfied working with minority students. Eighty-two percent of the respondents said they were satisfied. However, when the responses were examined from the gender perspective, 87 percent of the females were satisfied, while 72 percent of the males were dissatisfied.

Question 26 asked if they felt pigeon-holed in their present position. Sixty percent responded that they didn't.

Question 27 asked if they considered their present position as tokenism. Sixty-four percent responded that they didn't.



2. What are some, if any, advantages and disadvantages of being a minority admission professional on a predominantly white campus?

Question 37 of the survey asked if their presence helped to improve the racial climate. Sixty-eight percent indicated that their presence did.

Question 38 asked if they considered part of their responsibility to encourage social change. Ninety eight percent said "yes.'

3. How does the minority admission professional perceive the affirmative action system as a factor leading to his/her employment? Is there any possibility of growth and advancement in the organization?

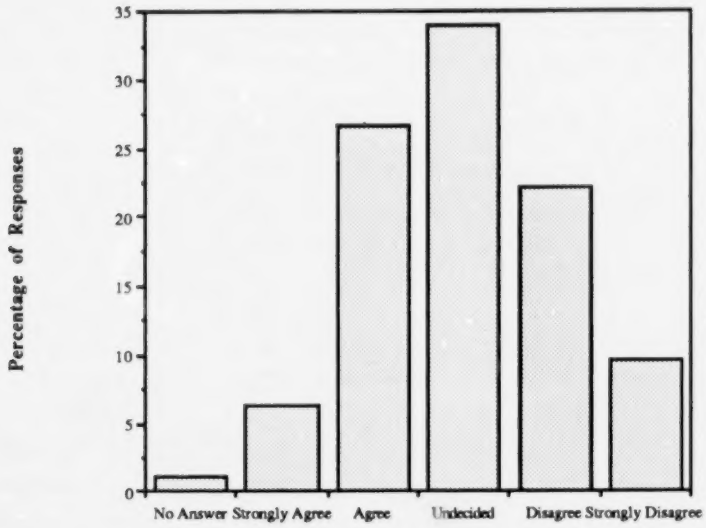
Question 36 asked if the civil rights movements and campus unrest were responsible for the creation of their job. The first part of this question was not clearly decided. Thirty-six percent indicated that it did while 26 percent were undecided and 37 percent disagreed that it played any role.

Question 20 asked if racial discrimination persisted in hiring and promotion of minority admission professionals. Seventy percent said "yes."
Question 42 asked if some colleges and universities have hired minorities admission professionals to meet quota. Sixty-five percent said "yes", 24 percent were undecided; 6 percent disagreed.
Question 43 asked if the increased demand for minority admission professionals reflected the demands for multi-culturalism in the society. Eighty percent of the respondents agreed.

4. How do minority admission professionals perceive their role as mentors for minority students?
Question 25 asked if they were professionally satisfied working with minority students. Eighty-two percent of the respondents agreed.

5. To what extent do minority admission professionals perceive their involvement in institutional decision-making? Is their involvement restricted to minority specific areas?
Question 21 asked if they had appropriate decision-making power for their position. Sixty percent of the respondents felt they had.
Question 22 asked if they had as much authority as their white counterparts. Sixty percent indicated they had.
Question 24 asked if they were hired exclusively to recruit minority students. Fifty-two percent responded that they weren't.
Question 40 asked if they were placed in positions where they were unable to exercise much authority in developing the goals of the admission office. Fifty-six percent agreed, 30 percent were undecided; the rest disagreed.
Question 41 asked if they play a key role in policy decision making. Thirty-three percent agreed, 33 percent were undecided; the remainder disagreed.

41. Minority admission professionals play a key role in policy decision-making of the college/university



One of the objectives of this study is to validate or question the assumptions made in the introduction, such as made by Kimmons (1977),[8] who argued that many white colleges have not accepted minority administrators as equals. Placed in positions that are "no win" situations, minority administrators are regarded by white supervisors to be less competent than their white counterparts. The survey results tend to validate this assumption. For example, 60 percent of the respondents indicated that they had as much authority as their white counterparts. However, 56 percent of minority administrators agreed that they were placed in positions which limited their ability to exercise authority to develop admission goals. Thirty percent of the administrators were undecided on this issue. Also, when asked if they played a key role in policy-decision making, 33 percent agreed, 33 percent were undecided, while the remainder disagreed. On the opened-ended question presented, the following response is worth noting: *Minority admission professionals aren't considered "true" professionals. Many on campus feel that we have an easy job without any responsibility.*

Proctor (1981),[9] believes that the African-American and minority administrator have three main functions at white colleges. One of those functions was validated by this study, i.e., they function as role models for African-American and minority students. Eighty-

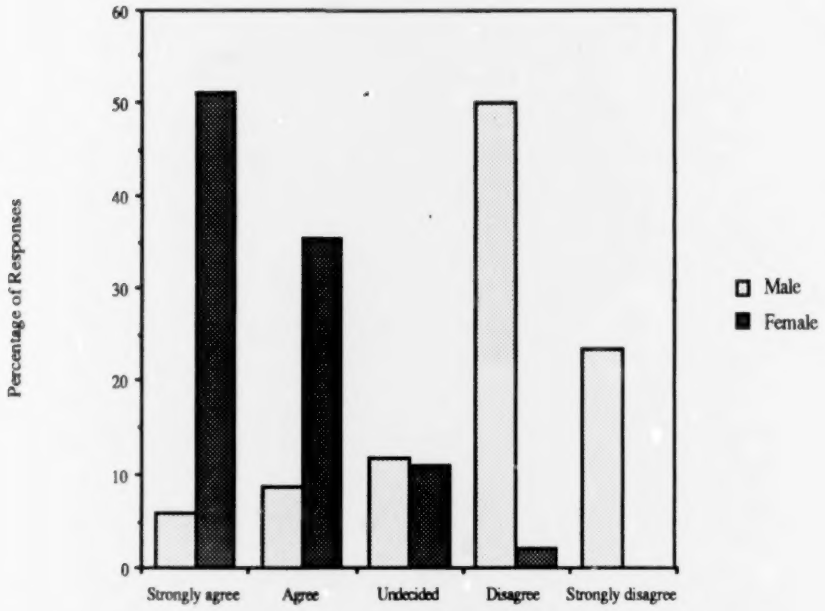
five percent of the respondents felt professionally satisfied working with minority students.

Scruggs (1979),[10] suggests that minority staff at white colleges may have functioned as part of the quota system, instead of part of the leadership role of the colleges' administration. Sixty-five percent of the respondents agreed that some colleges and universities hire minority admission professionals to meet a quota. Here's a perspective from the open-ended question: *It is important to note that often an admission office will only hire one minority person, regardless of the number of positions that come open. If there are others and if a multi-cultural recruiter resigns, often the other minority will be asked to replace him/her. The belief is pervasive that one minority view is enough.*

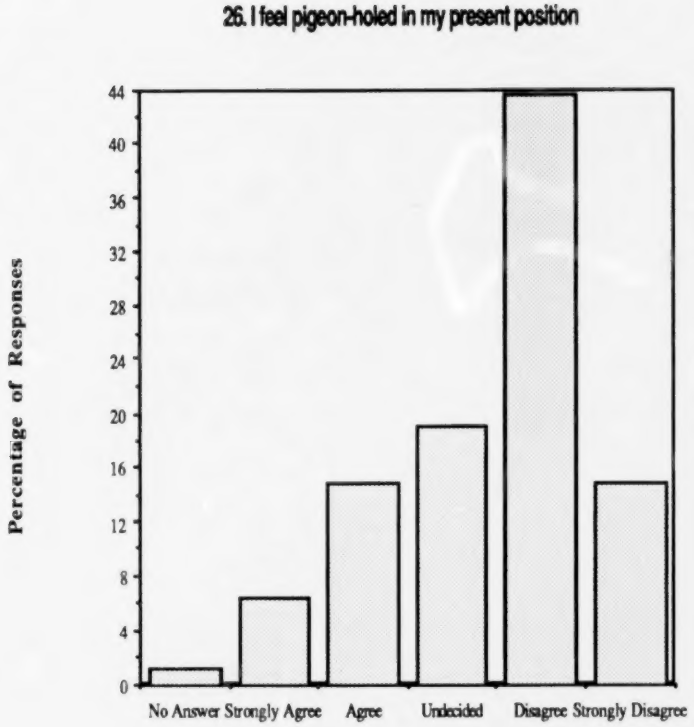
This perception might indicate that many minority college administrators believe that their recruitment/employment was a direct result of the institution's intent to reach and maintain target Affirmative Action levels. The response to this question was inconclusive. Thirty-six percent indicated that it did, 26 percent were undecided, while 37 percent disagreed. Later, when asked if the increased demand for multi-culturalism had any bearing on the number of minority admission professionals on white campuses, 80 percent of the respondents agreed.

A common perception about minority administrators is that they are happy and doing well in their respective institutions. This assumption is in some respect true for the African-American and other non-white admission professional. Eighty-two percent of the respondents indicated that they were professionally satisfied working with minority students,

25. I feel professionally satisfied working with minority students



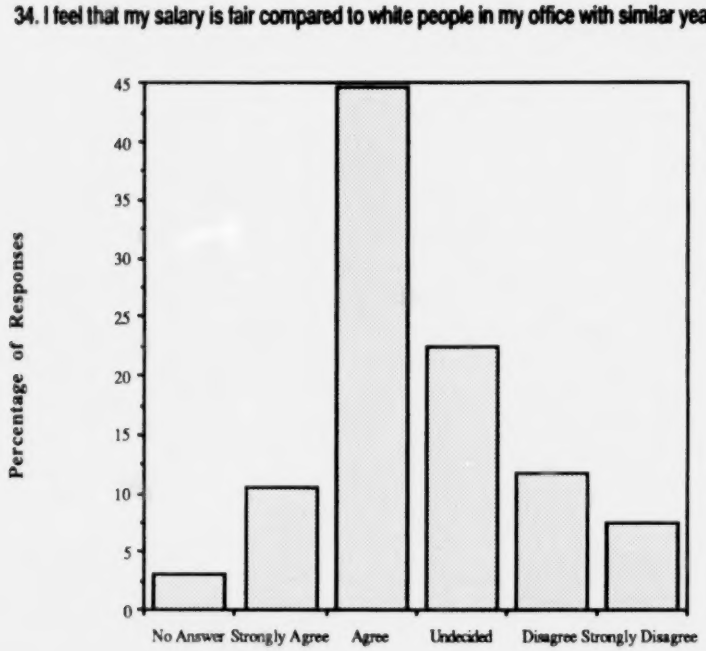
while sixty percent indicated that they weren't pigeon-holed in their present position.



Seventy percent indicated that they received adequate feedback regarding how well they do their job. Sixty-three percent agree that it is clear what is expected of them in their work. Seventy-five percent disagree with the statement: *I feel a sense of failure in my work because I do not receive positive feedback from my supervisor.* Also seventy-eight percent disagree with the statement: *the staff at my college/university seem to work against me.* When asked about being considered favorably for pay increase and advancement opportunities, the response was quite interesting. Forty-three percent agreed, 21 percent were undecided, while 36 percent disagreed. When the responses were examined from the gender perspective, 75 percent of the males and 65 percent of the females agreed. There was also a great disparity between those respondents working in public vs. private institutions. Ninety percent of those in the public sector agreed vs. 60 percent of the respondents in the private sector.

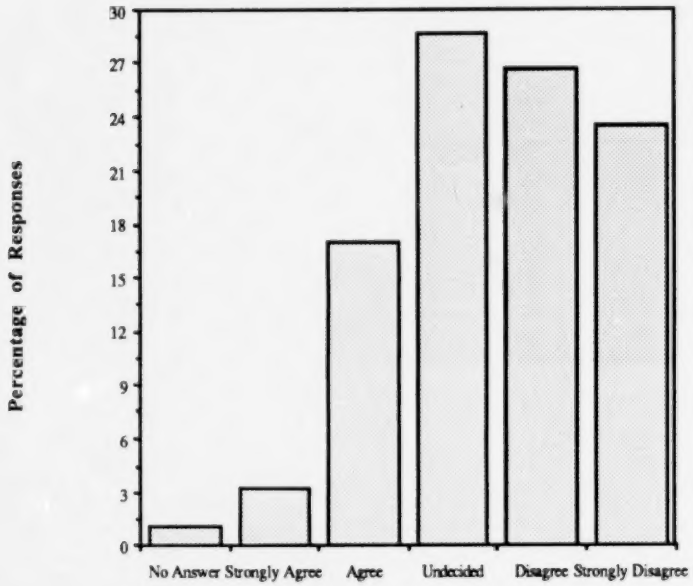
When the question of comparative salary was proposed, 46 percent agreed that their salary was fair compared to similar positions at other colleges, 46 percent disagreed. Fifty-five percent

agreed that their salary was fair compared to whites with similar years of service in their respective offices.



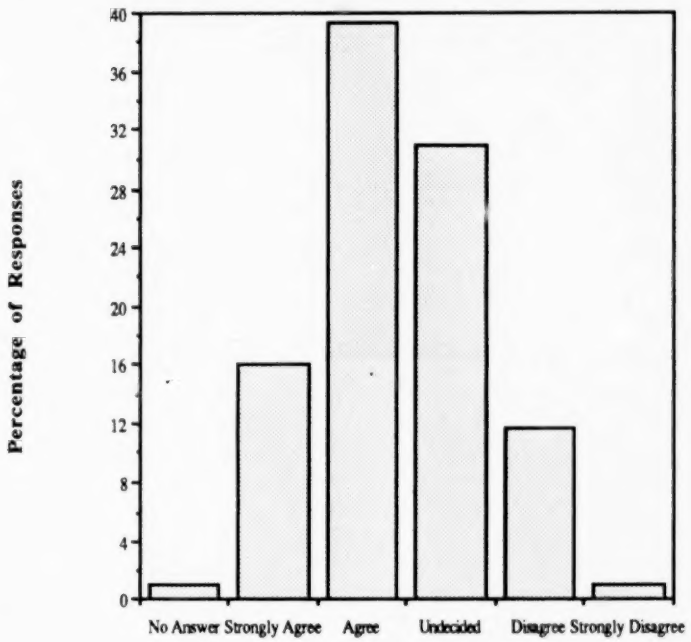
Finally, when asked if they intend to be working at their respective institution three years from now, only 22 percent agreed. Fifty-one percent disagreed, 27 percent were undecided.

35. I still intend to be working here (or would like to) 3 years from now



Hale (1984)[11] indicates that there are a host of "barriers that are particularly difficult for Black administrators to surmount." This perspective is shared by others; that is, the power and influence that comes with the position of a university administrator does not extend itself to the minority administrator. There seems to be some validity here, relative to the African-American and non-white admission professional. Fifty-six percent agreed with the statement that "minority admission professionals are usually placed in positions where there is not much authority to be exercised in developing the goals of the admission office;" 30 percent were undecided; the rest disagreed.

40. Minority admission professionals are usually placed in positions where there is not much authority to be exercised in developing the goals of the admission office



When asked if minority admission professionals play a key role in policy decision-making, 33 percent agreed, 33 percent were undecided, while the remainder disagreed. Additionally, the following comment from the open-ended question is worth noting: *at the outset, white administrators create the illusion that minority admission professionals play a larger, more powerful position in the institution, until the individual is hired and finds that his/her agenda is only a small or tacked-on part of the goals of the admission office or institution.*

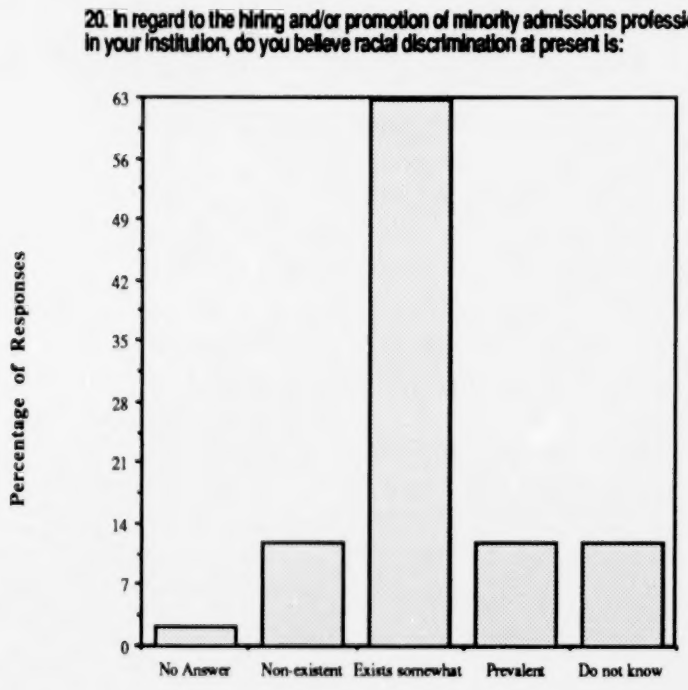
It was pointed out earlier that racism is very prevalent on predominantly white colleges and universities and presents difficulties for African-American and non-white administrators. One of every four students of color on white campuses cannot get through an academic year without experiencing some racially-motivated incident. Racial incidents at the University of Massachusetts at Amherst, The Citadell, Dartmouth College and Brown University affirm its existence. In one instance a rape counselor at George Washington University invented a story about two unwashed Black men clothed in dirty clothes, who raped a white student at knife-

point, then told her that she was pretty good for a white girl. this rape counselor's motive was to increase rape awarness on campus.

One can see racism in the low numbers of non-white students, faculty and staff on predominantly white campuses. Seventy-eight percent of all African American college students are enrolled in public colleges. Despite the fact that there has been a four point four percent increase in the numbers of African American college students enrolled in college the largest enrollments are occuring on Historically Black campuses.

One can also see its manifestation in the Euro-centric curriculum and the constant effort employed at devaluing the culture of non-Europeans on these campuses.

When asked if racial discrimination plays a role in the hiring and promotion of minority admission professionals, 70 percent said yes.



When asked if it is easier for minority admission professionals to find employment in a minority-focus position than in general positions, 58 percent agreed, 25 percent were undecided, while the remainder disagreed.

Conclusion

This study evolved from a need to gain a greater understanding of the specific factors that drive minority college admission professionals to do what they do. The authors of this study wanted to test the validity of serious issues that were previously raised in the research on minority administrators at predominantly white colleges and universities and also raised at professional conferences by many minority admission professionals.

As with most surveys, there are several answers that present many different interpretations. Given the nature of data interpretation, which sometimes identifies ambiguous responses, the authors intend to revisit a random sample of the respondents at a later date, in order to conduct a series of indepth interviews. These interviews will explore some of the ambiguous statements in this study.

The results of this study, while supporting many previously stated perceptions of the role of the minority admission administrator, also suggest significant ways for admission directors to enhance their role. The minority admission professional wants to participate more actively and significantly in the policy-decision making of admission offices.

African-American admission professionals are satisfied working with minority students. However, this reality is overwhelmingly the case of the female professional than the male. Generally, minority admission professionals don't feel pigeon holed in their positions, and don't consider their employment as tokenism.

Many researchers have emphasized that whether racism is attitudinal or behavioral, covert or overt, it has influenced the role perceptions and functionary patterns of African-American and minority administrators. Such racism persists in hiring practices in admission offices, and impacts promotions and salary decisions. It is easier for minority admission counselors to find employment in a minority focused position than a general one, despite the fact that they are as qualified in terms of academic preparation and experience as the non-minority admission administrator. It is disappointing to learn that minority admission counselors perceive that a different set of criteria is used to hire minority admission counselors than that used to hire white ones.

Demographers are constantly reminding us that as we enter the year 2000, colleges and universities, if they are to survive, have to pay increasing attention to the minority student population. They

also feel that if institutions are to successfully increase the enrollment of minority students, they have to hire minority admission professionals, as well as faculty and other professionals. In fact 80 percent of the respondents disagree with the statement; *it does not make much difference in recruiting minority students whether there are minority administrators on colleges'/universities' staff*. However, what is discouraging is that when asked if they play a key role in policy decision-making, 33 percent agreed, 33 percent undecided, and the remainder disagreed. Also, minority admission professionals don't exercise much authority in developing goals of the admission office.

The authors of this study recognize that leaders of a number of predominantly white colleges and universities are recommiting their institutions to access for African-American and Hispanic American students in the '90's. They are doing this because of the declining numbers of these students on these campuses. For example Bates, Bowdoin, Bryn Mawr, Colby, Colorado, Connecticut, Davidson, Franklin and Marshall, Grinnell, Haverford, Lafayette, Macalester, Middlebury, Mount Holyoke, Oberlin, Occidental, Pomona, Reed, Rhodes, Smith, Swarthmore, Trinity, Vasser, Wellesley, and Whitman Colleges as well as the University of the South have entered into a consortium to facilitate a strong minority presence on their respective campuses.

Far greater numbers of similar institutions have allowed the numbers of minority students in their student body to decline. Much too often when we hear the term diversity, it is not used to connotate racial diversity. Rather, it might imply geography, rural vs. urban, and diversity among white students.

One alarming movement that is gaining momentum on predominantly white campuses, and is working hard to keep African-American students and professionals off these campuses, is the so called "Anti-Politically Correct Movement." This movement is being directed by the National Association of Scholars, and is aggressively perusing its political and conservative agenda, which seeks to discredit policies designed to create a more nuturing and hospitable environment for non-white students on these campuses. Members of the National Association of Scholars have been vicious in their attack on admission and hiring policies and practices that seeks to foster diversity.

The Justice department's attempt to argue that minority specific scholarships are illegal is also creating roadblocks to equal access for minority students. This assertion by the department, while later qualified, has cast a cloud over one of the most successful

strategies to increase the enrollment of minority students on predominantly white campuses.

Finally, the Education Department's decision to delay re-accredation for the Middle States Association of Colleges and Schools is also fostering an atmosphere that is not conducive to issues of diversity. The delay was due to concerns with the "diversity issue". As part of the criteria used in its evaluation for accreditation, the Middle States Association examines the policies and practices of colleges to recruit and retain minority students and faculty. If these polices and practices are ineffective, the association could decide to either delay or deny accreditation, as it did in the case of Baruch College. This is a powerful weapon in the arsenal of the army of those fighting the war for equal access and opportunity, because students can receive federal aid only if they attend institutions that are accredited by agencies that are recognized by the Education Department. This was a message to colleges that the Education Department wasn't too concerned with creating incentives for colleges to seriously address issues of diversity in a meaningful way. At a time when the nation needs all citizens with advanced skills and competencies to enhance it's competitiveness on the global market, this trend is quite unfortunate. Arthur Fletcher, chairman of the U.S. Commission on Civil Rights, maintains that racial progress and harmony is critical to our national security. He calls on all American institutions to stop "sapping" the energies and talents of minorities.[12]

The overwhelming truth is that the appointment of more African-American and minority administrators on predominantly white campuses benefits these institutions and America as a whole. Their presence supports the idea and reality of pluralism in America. They also help to provide a nuturing environment for minorities while simultaneously bridging the gaps between whites and non-whites on these campuses.

Minority admission professionals can play an important role in enrollment management for these institutions if Directors of Admission and Enrollment Managers would bring them into their decision-making matrix. It is important that they be given office-wide responsibilities, such as alumni admission, transfer affairs, publications, and international students, in addition to minority specific responsibilities.

One area that needs immediate attention is resource allocation. The general perspective of minority admission professionals is that not enough resources are allocated to these professionals to do a good job. This is reinforced by the reality that minority admission

professionals have very little influence on budgetary matters. Every administrator knows that budgetary authority equals power.

An interesting comment from the open-ended question on the survey is worth stating: *Because the minority population is on the rise and will reach one-third of the population by the year 2000, anyone currently involved with minorities today should remain in the field, if they enjoy working with minorities. By the year 2000, anyone with experience in working with minorities will be in a position to go wherever they want and command a top salary. Who is better prepared to recruit our own but our own? I don't feel that is tokenism. For every Black or Hispanic student I recruit, that's one more minority making use of the system. Even if the Administration want more minorities just for statistics, that's okay because everyone that graduates, that's one more person that's educated. You can take away tokenism but not knowledge. Knowledge is power."*

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6. see Scruggs, J. A. (1979).

7. see Hale, F. W. (1984).

8. see Kimmons, W. J. (1977).

9. see Proctor, S. (1982).

10. see Scruggs, J. A. (1979).

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12. USA Today, P. 12A, May 21, 1991.

An Examination of the Roles and Perceptions of Minority Admissions Professionals

I. BIOGRAPHIC DATA

1. Name of Institution_____

2. Type of Institution: ____Private ____Public

3. Undergraduate student enrollment:

____1000-4000 ____4000-8000
____8000-15000 ____15000+

4. Percentage of minority students_____

5. Percentage of minority in institution's metropolitan region_____

6. From your observation and knowledge, estimate the percentage of minority employees in your organization.

1. 90% or above
2. 75%
3. 50%
4. 25%
5. 10%
6. Below 10%

7. Present position/title_____

8. Number of staff who report to you (Please indicate specific number):

____Administrative/Professional
____Non-Administrative/Professional
____Students

9. Position/Title of person to whom you report_____
_____

10. Your immediate supervisor is a member of what ethnic group?

____African American, Non-Latino
____Latino
____White, Non-Latino
____American Indian
____Asian American
____Alaskan Native or Pacific Islander
____Other

11. Your race/ethnic background (Check one):

____African American, Non-Latino
____Latino
____White, Non-Latino
____American Indian
____Asian American
____Alaskan Native or Pacific Islander
____Other

12. Indicate your highest scholastic degree (Please check only one):

____No degree
____Associate degree
____B.A. or B.S. degree
____Master's degree
____Ph.D. or Ed.D. degree
____M.D., D.D.S., J.D., Etc.
____Other (Please Specify) _____

13. What is the nature of your position:

____Full-time
____Part-time
____Other

14. How many years have you been employed in your present position?

____years

II. PROFESSIONAL CHARACTERISTICS

15. What percentage of your time is devoted to each of the following:

1. Recruitment of minority students_____%

2. Recruitment of majority students_____%
3. Administration _____%
4. Committees _____%
5. Other _____%
(Please Specify) _____%
_____

16. How did you acquire your present position?

____I was recruited
____I applied for the vacancy
type of search:
_____Local
_____Regional
_____National
____I was promoted within the institution

17. From what source did you learn about the position you now hold?

____College or University placement office
____Professional journal
____At professional meeting
____Commercial placement service
____Other (Please specify) _____
_____

18. Did you fill an existing vacancy or was one created?

____Existing
____Created
____Do not know

19. How is your position funded?

____Institution's funds
____Special Project funds
____Federal funds
____Other (Please specify) _____
_____
____If "soft" money, how long funded?_____

20. In regard to the hiring and/or promotion of minority admissions professionals in your institution, do you believe racial discrimination at present is:

____Non-existent
____Exists somewhat
____Prevalent
____Do not know

III. ROLE/PERFORMANCE

21. As an admissions professional, I feel I have the decision-making power appropriate to the position as outlined in my job description.

____Strongly Agree____Agree____Undecided____Disagree____Strongly Disagree

22. In comparison to white administrators in similar positions, I feel that I have less authority to develop and implement policies.

____Strongly Agree____Agree____Undecided____Disagree____Strongly Disagree

23. From my observation and knowledge, I am not invited to top level decision making meetings.

____Strongly Agree____Agree____Undecided____Disagree____Strongly Disagree

24. I believe I was hired exclusively to recruit minorities.

____Strongly Agree____Agree____Undecided____Disagree____Strongly Disagree

25. I feel professionally satisfied working with minority students.

____Strongly Agree____Agree____Undecided____Disagree____Strongly Disagree

26. I feel pigeon-holed in my present position.

____Strongly Agree____Agree____Undecided____Disagree____Strongly Disagree

27. I consider my appointment as an admission professional in the institution as tokenism.

____Strongly Agree____Agree____Undecided____Disagree____Strongly Disagree

28. I get good feedback regarding how well I do my work.

____Strongly Agree____Agree____Undecided____Disagree____Strongly Disagree

29. It is clear what is expected of me in my work.

____Strongly Agree____Agree____Undecided____Disagree____Strongly Disagree

30. I feel a sense of failure in my work because I do not receive positive feedback from my supervisor.

____Strongly Agree____Agree____Undecided____Disagree____Strongly Disagree

31. The staff at my college/university seem to work against me.

____Strongly Agree____Agree____Undecided____Disagree____Strongly Disagree

32. The person to whom I report facilitates my getting my work done effectively and favorably considers me for pay bonus and advancement opportunities.

____Strongly Agree____Agree____Undecided____Disagree____Strongly Disagree

33. I feel that my salary is fair compared to similar positions in similar college admission offices at other comparable colleges/univeristies.

____Strongly Agree____Agree____Undecided____Disagree____Strongly Disagree

34. I feel that my salary is fair compared to White people in my office, with similar years of service.

____Strongly Agree____Agree____Undecided____Disagree____Strongly Disagree

35. I still intend to be working here (or would like to) 3 years from now.

____Strongly Agree____Agree____Undecided____Disagree____Strongly Disagree

36. I believe that the civil rights movement and the campus protest of the minority student population was responsible for the creation of my job.

____Strongly Agree____Agree____Undecided____Disagree____Strongly Disagree

37. I believe that my presence as an admission professional helps to improve the campus racial climate.

____Strongly Agree____Agree____Undecided____Disagree____Strongly Disagree

38. I consider it a part of my responsibility to encourage social change in the college/university as well as the community it serves.

____Strongly Agree____Agree____Undecided____Disagree____Strongly Disagree

39. Colleges/universities that want to increase the enrollment of minority students should have minority admission professionals.

____Strongly Agree____Agree____Undecided____Disagree____Strongly Disagree

40. Minority admission professionals are usually placed in positions where there is not much authority to be exercised in developing the goals of the admission office.

____Strongly Agree____Agree____Undecided____Disagree____Strongly Disagree

41. Minority admission professionals play a key role in policy decision-making of the college/university.

____Strongly Agree____Agree____Undecided____Disagree____Strongly Disagree

42. Some colleges/universities have hired minority admission professionals just to meet some stipulated quota.

____Strongly Agree____Agree____Undecided____Disagree____Strongly Disagree

43. The increased demand for minority admission professionals is the direct result of the current social and economic demands for multi-culturalism in our society.

____Strongly Agree____Agree____Undecided____Disagree____Strongly Disagree

44. The criteria used for the selection and appointment of minority admission professionals is the same as that used for Whites.

____Strongly Agree____Agree____Undecided____Disagree____Strongly Disagree

45. It does not make much difference in recruiting minority students whether there are minority administrators on colleges/universities staff.

____Strongly Agree____Agree____Undecided____Disagree____Strongly Disagree

46. From your observation and knowledge, it is easier for a minority admission professional to find employment in a minority-focus position than in general positions.

____Strongly Agree____Agree____Undecided____Disagree____Strongly Disagree

47. Would you like to provide additional information that may be helpful in determining the role of minority admission professionals as it relates to this study? Please write such information in the space below, on the reverse side of this sheet, or on separate sheets.